Attachment II
Implementation Plans

Broadway High School (SJUSD)

CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM (CCSPP): IMPLEMENTATION PLAN TEMPLATE

Instructions

This CCSPP Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support Cohort 2 implementation applicants with the requirement of submitting an implementation plan **(per site)** as part of their Request For Application and to support California Community School Partnership Program (CCSPP) grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community schools, legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The LEA is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the California Community Schools Framework and the Community Schools Implementation Growth Chart (forthcoming). To build on existing objectives for community schools, alignment with overarching Local Educational Agency (LEA) goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended. We also recommend using the Specific, Measurable, Achievable, Relevant, and Timebound (SMART) Goals Framework as you complete this plan.

LEAs and school sites are encouraged to work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year).

The Implementation Plan will be submitted to CDE as part of the Cohort 2 Implementation Grant by those who are applying. This implementation plan template will be updated as the CCSPP accountability system is developed.

California Community Schools Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement.

The CDE and the California State Board of Education have determined that the CCSPP will be an equity-driven and assets-building school transformation program.

Adopted in 2022, the California Community Schools Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

More information about these key concepts or community school components can be found at https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx and at https://www.acoe.org/Page/2461, including the CCSPP Framework.

Implementation Growth Chart Overview

The S-TAC is in the process of developing an Implementation Growth Chart (IGC) that serves as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Implementation Growth Chart is structured by three phases of growth (**visioning**, **engaging**, and **transforming)** and consists of phase-specific implementation strategies and activities. Nine key phase-specific capacity-building strategies are highlighted including a focus on:

1. Needs and assets assessment: Collective Priorities
2. Shared understanding
3. Collaborative leadership
4. Coherence: Policy and initiative alignment
5. Staffing and sustainability
6. Strategic community partnerships
7. Professional learning
8. Centering community-based curriculum and pedagogy
9. Progress monitoring and collective problem-solving

This resource (IGC) will be available in the next month or so and will support the implementation of community schooling as a strategy for school transformation.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Broadway High School, Jesus Radillo, Principal

Goals/Priorities

Describe the main goals/priority actions for the school site's community schools initiative. Please include goals at the site level. Add lines as needed. Include how progress toward each goal will be measured (i.e. SMART goal). Use the phase-specific activities outlined in the Implementation Growth Chart (forthcoming) as a guide and reflect on how your goals/priorities are informed by the needs and assets assessment and aligned with the CCSPP Framework.

Priority 1: Needs and Assets Assessment: Collective Priorities

School sites plan and execute a deep needs and asset assessment engaging a majority of students, staff, families and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure that you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Interest-holders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process, and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the core priorities that emerge.

Broadway High School is a small continuation high school in San Jose. We have approximately 165 students. Demographically, Broadway's student body is 90.1% Hispanic, 7.4% White, 2.5% Black, 38.9% Female, 61.6% Male, 36.8% English Learners, 86.8% Socioeconomically Disadvantaged, and 20.9% Students with Disabilities. In addition we have a Young Families program on campus to support our teen parent population. We wanted to administer a needs assessment survey to both students and parents in order to brainstorm potential interventions for our population. With this, we let families know what our design process might look like, and asked for volunteers to be a part of the process. Through the needs assessment, we hoped to hone in on strengths and challenges/needs of our community. Addressing those items will help us improve our educational environment.

This section describes all of the methods used to collect the data and information presented in the report as well as the key participants (or participant types) involved in the processes.

a. Data Collection

- Data Review – We used a variety of data sources:

- *Infinite Campus Reports- used for grade reports, attendance, subgroup population reports*
- *Student and Parent Climate Surveys- distributed by the district office to get information on campus climate, safety, educational support, overall well being*
- *State and site testing data collection- NWEA, SBAC, LevelSet which all show increase or decline overall.*
- *Tableau - looked at discipline data (office discipline referrals and suspensions) as well as past chronic absenteeism*

◇ Surveys –

- *Student needs assessment survey*
  - *Were given to all students electronically in their advisory period. They were given a class period to complete the survey.*
- *Parent needs assessment survey*
  - *Survey was distributed through Blackboard and sent to all Broadway parents' email and SMS/text in English and Spanish.*

◇ Focus Group – *include a description of the number and types of groups that participated*

- *Our focus group included current students, school administration, school counselor, school nurse, one teacher, and parent liaison.*

◇ Coffee with the Principal parent meeting

- Our Wellness Center Lead gave information to families about the upcoming grant for the Wellness Center
- Quick discussion with families about what services they would like to see and what concerns they feel should be addressed
- Families/parents interested in joining the Wellness Center Committee gave their information to the principal.
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b. Strengths and Limitations

One thing that is amazing about Broadway is the diversity of students. Though almost all credit deficient, the students come from all walks of life and as such, we have great data on where students came from and what they feel they need in order to be successful. We had a lot of data, both current and past, which gave several important data points e.g. attendance.

The most difficult limitation that we ran into was parent participation/involvement. Currently Broadway has about 165 students. Of those students, many have multiple households. We received 15 responses to the parent survey. We did have a good number of parents at the introduction of the Wellness Center meeting, but only 1-2 were interested in potentially working with the team. We feel that this is because only 11/12th grade students are at Broadway. They are not there longer than 2 years. Additionally, it was challenging to get staff buy-in.

c. Key Participants

Counseling staff, administration team, school leadership team, nurse, parent liaison, teachers, and school site council team.

III. Key Findings

This section summarizes the analyses and findings from the process. A bulleted list is easier to read and act on over a lengthy narrative.

-We continue to struggle with parent involvement as shown in our parent survey and interest in being part of the committee.

-Our students are only at BHS for a limited time, so longitudinal data is scarce.

-Attendance and mental health are the most prevalent issues that we hope to address with the addition of the Wellness Center.

IV. Recommendations

This section describes the implications from the data and suggests next steps for your community school.

One of our challenges is parent involvement. Working with students, we hope to gain ideas about how their parents might be willing to be involved in the school. Potential ideas include Webex Principal Coffees/SSC, so parents who are unable to come in person may attend. Additionally, revamping our programming and advisory class around the future Wellness Center is a possible plan. With this, students will have the opportunity to see mental health services as something to celebrate working on instead of pushing under the rug.

V. Appendices

Included in this section should be the data collection instruments used, such as the survey and focus group questions, and the schedule of activities that contributed to the process.

Student Survey Questions (Examples)-

What do you think are the greatest strengths or most valuable assets of Broadway are?
What do you think are the greatest challenges or barriers students face at Broadway?
What do you think would help students overcome these barriers?
What can we do to improve student attendance at Broadway?
What can we do to better support family involvement at Broadway?

Parent Survey Questions-

What are Broadway's greatest strengths?

What do you think are the greatest challenges or barriers your student faces in the surrounding community?
What can we do to better support family involvement at Broadway?
What kinds of additional programs or services should Broadway provide in order to help students succeed?

Activities Timeline

November/December 2022
Look at last year's data including attendance, graduation, and climate survey data

February 2023
Distribute Student Needs Assessment
Hold Wellness Center Community Meeting

March 2023
Distribute Parent Needs Assessment
Analyze Data from Student and Parent Needs Assessment
Hold Wellness Center Community Meeting

Priority 2: Shared Understanding

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach that is centered on establishing racially just, relationship-centered schools. Schools and LEAs answer the question, "why a community school for my school/district?"

Information about the community school strategy is continually shared, shaped and reinforced at school-wide events, over announcements, on websites, in school branding and throughout internal and external communication in multiple languages that are responsive to the community.

Shared Understanding Built Around Core Commitments

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. Indicate how your site's understanding of community schools reflects its commitment to the CCSPP Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing and sustaining school climates that are centered in the embrace of and support for all students in the totality of school interactions.
3. **Powerful, Culturally Proficient and Relevant Instruction:** Community schools commit to be driven by teaching and learning that is relevant to, inclusive of and centered in the wisdom, history, culture and experience of students, families and communities.

4. **Shared Decision Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

Describe the developmental plans for ensuring these commitments are reflected in your community schools work:

Commitment 1: Broadway High School is committed to creating a Restorative School Climate. Restorative Practices training and professional development for staff, students, and community members will be made available. It is the goal to have all teachers and staff trained by the start of the 23/24 school year. Restorative Practices would foster an equitable and positive school climate while reducing suspension and ODR rates. It would also reduce the number of physical altercations and conflict amongst students by using restorative circles and other restorative techniques to mediate issues, resolve conflict, and repair harm.

Commitment 2- Broadway is committed to focusing on student, family, and community experiences and assets. Broadway has a unique population, with many families sharing cultural experiences and hardships. We plan to celebrate their experiences and offer support based on their needs. The creation of a community school will address disparities in access to behavioral health and medical services. Within the community school will be the creation of a wellness center on campus. The wellness center will increase the number of behavioral health providers on campus, while offering a higher level of care (interns vs. licensed clinicians) and embracing communal wellness.

Commitment 3- Broadway is committed to shared decision making. We plan to create a space where students, families, staff, and the community hold a stake in making decisions about school climate, academics, and other changes taking place on campus. All stakeholders will play a huge role in creating our Community School. The inclusion of student and parental decision making will also reflect in increased daily attendance rates. We plan to increase and sustain relationships with students, parents, staff, and community members through parent workshops (on-site and flex model as needed/community school model to better serve parent needs and their availability), increased opportunities for family involvement, and increased home visits and outreach.

Commitment 4- Broadway is committed to aligning academic and project-based learning that is part of a culturally relevant curriculum which highlights cultural competence and critical consciousness. In addition, we are committed to analyzing our grading practices and grading for equity.
We plan on reviewing data and identifying students struggling academically and creating an intervention class to support those students. Teachers will provide 1x1 support to identified students. In addition, we will provide students with academic support after school by partnering with outside agencies and increasing communication with students and parents about available programs such as tutor.com.

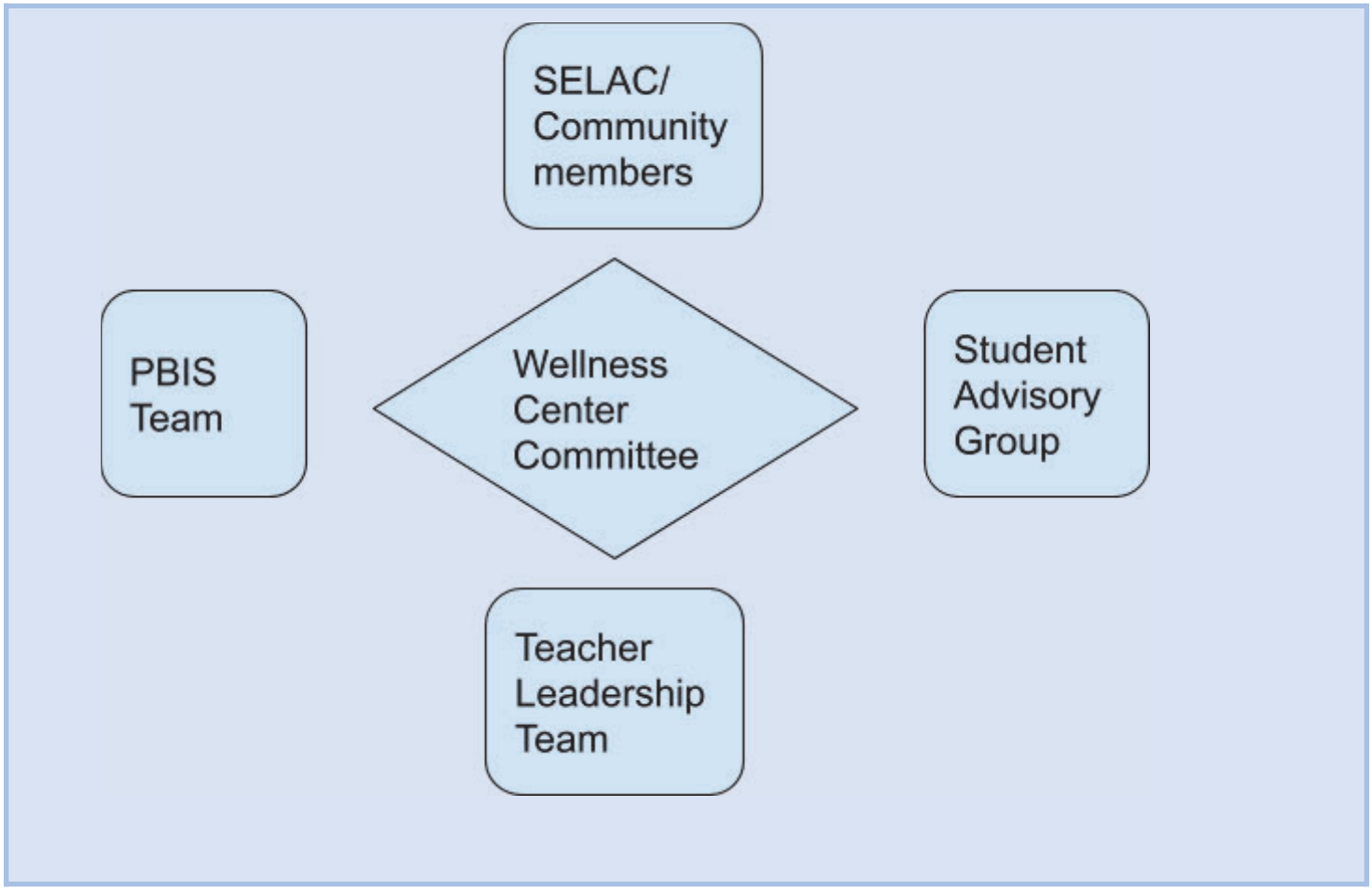
Priority 3: Collaborative Leadership

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members. This could include creating a new site-level steering committee/advisory council, or expanding an existing team, such as the School Site Committee, student councils, English Learner Advisory Committee or group of teams.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
30% of the student population will be able to better manage their anxiety and depression	Create a wellness center on campus and link with community resources	Program Data (surveys and assessments, referrals, contact logs,caseload management, and direct service data)
A decrease in suspension rates from 10.6% 7%	Implementing school wide restorative practices	Tableau data and targeted interventions during peaks in ODR’s
Reduce the percentage of students who are chronically absent from 79.6% to 70%.	Increase community & parent involvement	Tableau data, district attendance database
20% increase in students earning A's and B's, which equates to 15-20 credits each grading period.	Extended learning opportunities	School counselor identifies students in need of an intervention class and other academic support through transcript review and D/F list

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):



Priority 4: Coherence: Policy and Initiative Alignment

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA level. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives. Schools fully integrate the community school strategy with all existing school-wide strategic plan(s)/ improvement plan(s) such as the LCAP and SPSA. The community school implementation plan and school improvement plan become one cohesive plan.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Create a school wide Restorative Practices model	Provide professional development: Restorative Practices Training for teachers and staff	Suspension and ODR rates
Improve coordination and access of behavioral health services on campus	Create a wellness center on campus	Program data (surveys and assessments, referrals, case management)

Increase and sustain stakeholder relationships (students, parents, staff, community members) to support students' social, emotional, and academic efficacy for post-secondary preparation with a focus on the male Latino population.	Continue parent workshops on-site and flex model as needed (Community school model to better serve parent needs and their availability)	-Counseling referrals -Attendance rates -Community member attendance data
Students will earn 15 or more credits of English a year.	Provide professional development for teachers on writing across disciplines to support the WPA and the use of constructing meaning strategies and other literacy strategies.	-This activity will be evaluated by using Achieve 3000, WPA, and SBAC data -Transcript review
By June 8, 2023, achieve 43 growth on the ELA SBAC.	Use collaboration time to build cross curricular rubrics, literacy strategies, and writing assignments to align with common core assessments.	This activity will be evaluated using Achieve 3000, WPA, and SBAC data
By June 8, 2023, increase the percent of medium/ high student response to academic perseverance by 10%.	-Provide student incentives for academic achievement. -Provide Career Day and College Day incentives. College and career activities will be used to support students transition to post secondary college opportunities.	This will be measured by our student/parent 22-23 climate survey
Average daily attendance targets of more than 85%	Support positive attendance rates by providing incentives and individual recognition (e.g. Monthly attender award – waffles, Perfect attendance Bucks)	Daily attendance rates
By June 8, 2023, increase the attendance rate by 10%.	-Purchase transportation passes for students in need and under the 3.5 mile bussing threshold. -Parent and Community Outreach/Student Support, Spanish Speaking Liaison for translation during IEP meetings, night time events, and SELAC, SCC, and DELAC meetings.	-Bus pass invoices. -Community member attendance data.

Priority 5: Staffing and Sustainability

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual, staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Hire Wellness Center Coordinator by September 1, 2023	-Post Position by Jul 1, 2023 -Screen Candidates in July -Interview in August -Hire by Sept 1 -Provide ongoing support for coordinator including professional development and planning sessions with specialist and Broadway admin/counselors.	Climate Survey Question: “My child’s school shares community resources to help my family” will increase 9% from 76% to 85% Wellness Center Coordinator will participate in the school's Wellness Center advisory board and be present at 80% of all meetings.
Hire Mental Health Specialist to support the Wellness Center by Sept 1, 2023	-Post Position by Jul 1, 2023 -Screen Candidates in July -Interview in August -Hire by Sept 1 -Provide ongoing support for coordinator including professional development and planning sessions with coordinator and Broadway admin/counselors.	Climate Survey Question: “My child’s school shares community resources to help my family” will increase 9% from 76% to 85% Wellness Center Mental Health Therapist will participate in the school's Wellness Center advisory board and be present at 80% of all meetings.

Key Staff/Personnel

Jesus Radillo	Principal
Julia Carpentieri	Assistant Principal
Bernadette Ramirez	Counselor
Brenda Reyes-Sanchez	Counselor
Carmen Noriega	Parent Liaison
Angelia Patterson	Nurse
Sheryl Sotto	Health Technician

Tatjana Perunicic	School Secretary

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

San Jose Unified School District is working with the Santa Clara County Office of Education to explore billing options for services provided both in the physical health and mental health areas. Under the Student Behavioral Health Incentives Program (SBHIP), San Jose Unified School District will begin to bill both private insurance and MediCal for services provided to students in school. These funds will be added to our budgets to fund Community School Coordinators, mental health specialists and health services on our campus. Part of the work that was done to start this process was to interview key stakeholders: mental health specialists, certificated and classified staff members, parent groups and student groups. These individuals were asked a variety of questions around behavioral health needs in the district.

Priority 6: Strategic Community Partnerships

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Increase Student Use of Mental Health Services	-Daily check-ins in classrooms vis Canvas or Google Forms -Increase awareness of referral process for teachers, staff and students -Wellness Center introduction presentation at the beginning of the year	We will use the data from attendance in the Wellness Center and compare it to the number of students who saw a mental health clinician in the 22-23 school year.
Increase student knowledge about post-high school offerings in the community.	-Broadway plans to implement an exploration course about post-high school options including college, career, and other choices.	We will track students' post high school plans through an exit survey upon graduation.

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

During the 22-23 school year, Broadway High School has partnered with the following community resources to better support our students:
SJUSD 7 Mindsets SEL Curriculum
Parent Resources such as parenting classes through SJUSD
Family and Children Services (SUTS, HARTS)
Almaden Valley Counseling
Gardner Counseling
New Hope for Youth
Girl Scouts
Restorative Training Professional Development through SJUSD

In the 23-24 school year, we look forward to working with the county of Santa Clara to support students and the community through our Wellness Center.

Priority 7: Professional Learning

Role-specific professional learning supports are offered to administrators, educators, classified staff,

families, and other role groups as necessary. Schools identify the supports and professional learning needed to support the community schools initiative, including learning focused on shared leadership and a reimagining of teaching and learning to be collaborative, relationship-centered, culturally-affirming/relevant, asset-based, democratic and community-based.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Professional development on programs that promote positive behavioral interventions, restorative practices, and trauma-informed instructional approaches	Offer the following paid PD/Training Opportunities: -Culture and Climate (PBIS) -Restorative Practices (Secondary) -Teaching With Trauma in Mind	-Reduction in suspension and ODR rates -School wide expectations modeled in all classrooms
Ongoing professional development for clinicians related to mental health needs/trends	-Clinician would conduct regular self assessments and attend -Attend pertinent PD trainings	-Ability to build and maintain therapeutic relationship with students -Ongoing development of therapeutic skills

Priority 8: Centering Community-Based Curriculum and Pedagogy

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action, and discuss and explore the integration of CBL in their classrooms.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
All high school students will take an ethnic studies course within the next few years.	High Schools currently offer 2 courses of Ethnic Studies.	Students will increase their active social engagement and community building as measured by the following question on the Climate Survey. I participate in class, ask questions in class, share ideas ect. Will increase by ___ percent from ___ to ___. Broadway 77%
All middle school students will take an ethnic studies course within the next few years.	Middle Schools will soon offer Ethnic Studies courses.	Students will increase their active social engagement and community building as measured by the following question on the Climate Survey. I participate in class, ask questions in class, share ideas ect. Will increase by ___ percent from ___ to ___.

Priority 9: Progress Monitoring and Collective Problem-Solving

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used for continuous improvement of the system. School site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA) and other data sources that the school is currently collecting.

Site Level Goals and Measures of Progress

Goals	Action Steps	Outcome/Indicators
Increase Student Use of Mental Health Services	-Daily check-ins in classrooms vis Canvas or Google Forms -Increase awareness of referral process for teachers, staff and students -Wellness Center introduction presentation at the beginning of the year	We will use the data from attendance in the Wellness Center and compare it to the number of students who saw a mental health clinician in the 22-23 school year.
A decrease in suspension rates from 10.6% to 7%	Implementing school wide restorative practices	Tableau data and targeted interventions during peaks in ODR's
Reduce the percentage of students who are chronically absent from 79.6% to 70%.	Increase community & parent involvement	Tableau data, district attendance database

Developed by the California Department of Education and State Transformational Assistance Center, February, 2023.